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ONTARIO

DEPARTMENT OF EDUCATION

CALENDAR OF THE TEACHERS' COLLEGES

1965-66

ONTARIO
DEPARTMENT
OF
EDUCATION

CALENDAR OF THE TEACHERS' COLLEGES

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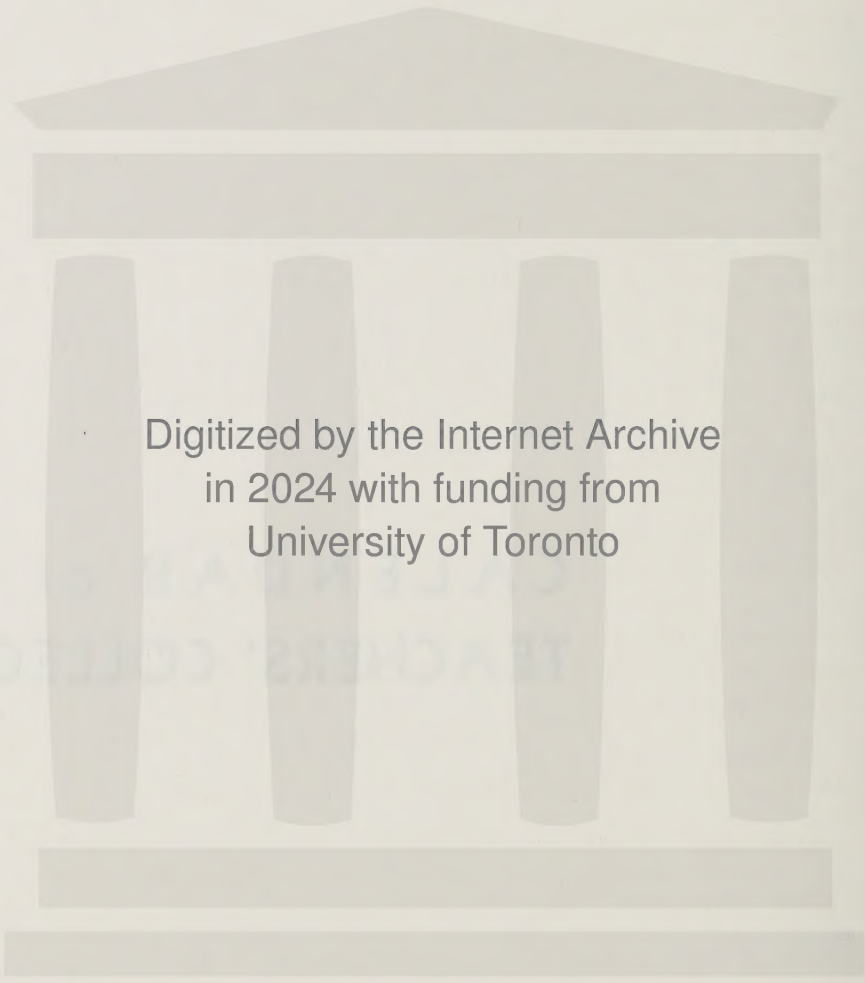

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School Year 1965-66

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School Year 1966-67

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CALENDAR OF THE PROVINCIAL TEACHERS' COLLEGES

SCHOOL YEAR, 1965-66

First term opens.....September 14, 1965
First term closes.....December 22, 1965
Christmas vacation.....December 23, 1965—January 2, 1966

Second term opens.....January 3, 1966
Easter vacation.....April 8—April 17, 1966
Second term closes.....June 7, 1966

SCHOOL YEAR, 1966-67

First term opens.....September 13, 1966
First term closes.....December 22, 1966
Christmas vacation.....December 23, 1966—January 2, 1967

Second term opens.....January 3, 1967
Easter vacation.....March 24,—April 2, 1967
Second term closes.....June 2, 1967

HISTORY

"The word *Normal* signifies 'according to rule, or principle', and is employed to express the systematic teaching of the rudiments of learning. . . . A Normal School . . . is a school in which the principles and practice of teaching according to rule are taught and exemplified." Thus spoke—in Toronto, on November 1, 1847—Dr. Egerton Ryerson, Chief Superintendent of Schools for Upper Canada, at the opening ceremony of the first Normal School in this province for the training of teachers. With the passing of the years, as emphasis in teacher education moved from the study of "teaching according to rule" to the study of the children to be taught, the word *Normal* became less descriptive of the purpose of schools for the professional education of teachers. Because of this fact, the use of the name *Normal School* was discontinued in 1953, and the name *Teachers' College* was adopted in its stead.

For the first four years of its existence the Normal School in Toronto was accommodated in temporary quarters but, in 1852, it was moved to its own building on Church and Gould Streets, where it continued to serve the Province for almost ninety years.

In 1847, admission to the Normal School was restricted to men, but in the second session women also were enrolled. The course was short—only five months in duration—but the graduates did such superior work in the schools that the policy of providing professional education for teachers became firmly established.

A second Normal School was opened in 1875 at Ottawa, and a third, in 1900, at London. At all three institutions the practice of holding two Normal School sessions each year gave way in 1903 to the policy of having one session lasting the full school year. Decision was reached in 1907 to establish Normal Schools at Hamilton, Peterborough, Stratford, and North Bay. The first three of these opened in September, 1908, and the fourth in September, 1909. In 1927 the University of Ottawa Normal School was established for the professional education of teachers for elementary-school classrooms attended by French-speaking pupils where, with the approval of the Minister,

both English and French are used as languages of instruction in various subjects of the courses of study. The Sudbury Teachers' College, which was instituted in 1963, offers a similar programme.

A two-year course was introduced in the provincial Normal Schools in the school year 1927-28, but in 1934-35 the second year of the course was discontinued. From 1954 to 1962, a completing one-year course was offered for students holding the Secondary School Graduation Diploma of the General Course who had attended two Pre-Teachers' College Summer Courses and who had taught successfully in the public or separate schools of Ontario for two years on Temporary Certificates. In 1953, a two-year course was introduced for students holding the Secondary School Graduation Diploma of the General Course. The first year of this course will be discontinued in September, 1965. A one-year course is now offered to applicants holding required Grade 13 standing, and the second year of the two-year course is provided for students who are eligible for admission.

Expansion of the provincial school system following the Second World War has required expansion of facilities for teacher education. New buildings for Teachers' Colleges have been provided in Toronto (1955), Hamilton (1957), and London (1958). Five additional Colleges have been instituted—the Lakeshore Teachers' College in New Toronto (1959), the Lakehead Teachers' College (1960), the Windsor Teachers' College (1962), the Sudbury Teachers' College (1963), and the St. Catharines Teachers' College which will open in temporary quarters in September, 1965.

When the education of teachers began in the Province, the course was largely academic in nature. After 1870, increasing emphasis was placed on methods of teaching. In recent years, child study has come to the fore in order that teachers may be the better prepared to guide the all-round development of the individual child. To increase the student's opportunity for experience with children, provision is now made for extended periods of continuous practice teaching in elementary-school classrooms.

The education of a nation's children is the teacher's task. To give the best preparation possible for the discharge of this responsibility is the continuing aim of colleges for the education of teachers in Ontario.

GENERAL INFORMATION

Location of the Teachers' Colleges

Ontario is divided into eleven districts served by Teachers' Colleges in Hamilton, London, New Toronto (Lakeshore), North Bay, Ottawa, Peterborough, Port Arthur (Lakehead), St. Catharines, Stratford, Toronto, and Windsor. In addition, the Sudbury Teachers' College and the University of Ottawa Teachers' College provide for the education of teachers for elementary-school classrooms attended by French-speaking pupils where, with the approval of the Minister, both English and French are used as languages of instruction in various subjects of the courses of study. Applicants are assigned to the Teachers' College in their own district in order that the enrolment may be distributed fairly among the Colleges. The addresses of the Teachers' Colleges are as follows:

Hamilton Teachers' College, King Street West, Hamilton.
Lakehead Teachers' College, Oliver Road, Port Arthur.
Postal Address: P.O. Box 1197, Port Arthur.
Lakeshore Teachers' College, 3199 Lake Shore Boulevard West, Toronto 14.
London Teachers' College, Western Road, London.
North Bay Teachers' College, 168 First Avenue West, North Bay. Postal Address: P.O. Box 270, North Bay.
Ottawa Teachers' College, 195 Elgin Street, Ottawa.
Peterborough Teachers' College, 100 Benson Avenue, Peterborough.
St. Catharines Teachers' College, c/o Brock University, 390 Glenridge Avenue, St. Catharines.
Stratford Teachers' College, Water Street, Stratford.
Sudbury Teachers' College, Room A211, c/o Laurentian University, Ramsey Lake Road, Sudbury.
Toronto Teachers' College, 951 Carlaw Avenue, Toronto 6.
University of Ottawa Teachers' College, 115 Wilbrod Street, Ottawa.
Windsor Teachers' College, 600 Third Concession Road, Windsor.

Staff

Hamilton Teachers' College

Principal: H. G. Hedges, M.A.
Vice-Principal: R. H. Brayford, B.A., B.Paed.
Secretary: Miss Vera Morgan
Librarian: Miss Louisa Moisley, B.A., B.L.S.

Instructional Staff

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D. E. Long, B.A., M.Ed.
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G. J. Spidle, B.A.
A. Stecher, B.A., M.Ed.
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J. W. Storey, B.A., M.Ed.
D. A. Sutton, B.A., M.Ed.

Lakehead Teachers' College

Principal: W. A. West, B.A., B.Ed.
Vice-Principal: F. W. Hyder, B.A.
Secretary: Miss E. Fairbairn
Librarian: Mrs. M. Robillard, L.T.C.L., A.T.C.M.

Instructional Staff

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W. F. McCallum, B.A.
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Miss S. Petrone, B.A., A.T.C.M.
J. A. Pylypiw, B.A.

Lakeshore Teachers' College

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Mrs. J. E. Pearson, B.A., M.S.

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Mrs. L. M. Parssinen, Reg. N., B.Sc.N.
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W. G. Stone, B.A., M.Sc.
C. W. F. Thom, M.A., M.Ed., L.C.P.

London Teachers' College

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R. H. Topp, B.A.
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F. G. Walker, B.A., B.Ed.

North Bay Teachers' College

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Librarian:

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O. A. White, B.A., M.Ed.

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R. M. Wilkinson, B.A., B.Ed.

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Q. McKinney, B.A.
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St. Catharines Teachers' College

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Sudbury Teachers' College

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Librarian: Miss S. Dufresne

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G. J. B. Bradshaw, B.A.
J. D. Cadwell, B.A., M.Ed.
H. L. Chessum, B.A., B.Ed.
E. A. Dayman, B.A., B.Ed.
Miss B. Dick, B.A., B.Paed.
M. J. Dobson, B.A., M.Ed.
L. A. Elliott, B.A., M.Ed., A.R.C.T.
J. W. Fair, B.A., B.Ed.
Miss H. Fletcher, B.A., M.Ed.
Miss D. C. Fuller, B.A.
R. G. Gaynor, B.A., M.Ed.
J. R. Harrison, B.A.
W. Hayes, B.A., M.Ed.
T. A. Hodgins, B.A., B.Ed.
W. J. Holtham, B.A., M.Ed.
Miss J. M. Horne, B.A., M.Ed., A.O.C.A.
B. J. Kipp, B.A.
Mrs. M. H. Lee, B.H.Sc., M.S.
J. T. Lewis, B.A., M.Ed.
W. P. Lipischak, B.A.
Miss M. E. MacIlveen, Reg. N., B.S.
W. R. Marshall, B.A., M.Ed.
Miss C. I. McIntyre, B.A., M.Ed.
K. B. McKay, B.A.
J. P. Mergl, B.A., B.Ed.
R. F. O'Neill, B.A.
G. W. Penrose, B.A., M.Ed.
C. W. Percival, B.A., M.Ed.
Miss M. M. Power, B.A., M.Ed.
O. G. Rogers, B.A.
E. J. Simpson, B.A.
Miss S. Stanley, B.A., M.Sc.
R. A. L. Thomas, B.A., M.Ed.
J. Vintar, B.A., B.Ed.
G. E. Walford, B.A., B.Ed.
Mrs. M. E. White, B.A.
E. H. Wiley, B.A.
Miss A. Y. Wilson, B.A., B.Ed.
M. R. Wilson, B.A., M.Ed.
E. M. Woodger, B.A., B.Ed.
Miss M. H. Young, B.A., B.Ed.

University of Ottawa Teachers' College

Principal: L. P. Pigeon, B.A., B.Paed, Ph.L., Lic.Paed.
Vice-Principal: E. Dubois, B.A.
Secretary: Miss A. M. I. Parent, B.A.
Librarian: L. G. Brillant, B.A., B.L.S.

Instructional Staff

Miss Y. Bénéteau, B.A.
L. Côté, B.A.
Miss R. G. DeGuire, B.A.
J. E. A. Godbout, B.A., Ph.L., B.Paed.
J. R. Lavigne, B.A., B.Ph., M.Ed.
J. Riel, B.A.
R. Saint-Denis, M.A., Ph.L.
Miss R. Séguin, B.A.
Sister Marie-de-l'Espérance, B.A., B.Ed.
E. J. Watson, B.A., Ph.L.

Windsor Teachers' College

Principal: R. S. Devereux, M.A.
Vice-Principal: R. L. Fritz, B.A.
Secretary: Miss H. Balkwill
Librarian: Mrs. I. M. Hewitt, B.A., A.M.L.S.

Instructional Staff

G. A. Broad, B.A., B.Ed.
C. A. Brown, B.A., B.Ed.
Miss M. A. Buck
G. England, B.A., M.Ed.
V. R. Fathers, B.A.
Mrs. G. A. K. Foster, B.A.
Miss J. C. Harris, M.A.
E. Kinnin, B.A., M.Ed.
Miss E. D. Krauter, M.A.
J. F. Laforet, B.A., B.Ed.
J. H. Lennon, B.A.
J. H. Nephew, B.A., B.Ed.
W. E. Stadder, B.A.
R. T. Steeves, B.A., B.Ed.
F. S. Toll, B.A., B.Ed.

Courses and Certificates

Two courses, each leading to a certificate valid for teaching for five years in the public and separate schools of Ontario, are offered at each of the Hamilton, Lakehead, Lakeshore, London, North Bay, Ottawa, Peterborough, Stratford, Toronto and Windsor Teachers' Colleges. The first is the One-year Course for applicants holding required Grade 13 standing, and the second is the Two-year Course, Second Year. The St. Catharines Teachers' College will offer the One-year Course only.

The One-year Course and the Two-year Course, Second Year, lead to Interim Elementary-School Teacher's Certificates, Standard 1, Standard 2, Standard 3 or Standard 4, depending upon the academic qualifications of the candidates. The Interim Elementary-School Teacher's Certificate, Standard 1, is the certificate which will be granted to successful candidates holding the minimum academic admission requirements for their Course. The Standard 2 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, has credit in five university subjects beyond the Grade 13 level. The Standard 3 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, has credit in ten university subjects beyond the Grade 13 level. The Standard 4 certificate may be granted to a successful candidate who, in

addition to being eligible to receive the Standard 1 certificate, holds a Bachelor of Arts degree from an Ontario university or a degree the Minister deems equivalent thereto.

The requirements for proceeding from an Interim Elementary-School Teacher's Certificate, Standard 1, to Standard 2, Standard 3, and Standard 4 are outlined in Circular 635, *Memorandum re Changes in Certification of Elementary-School Teachers*, a copy of which may be obtained from the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 12.

One-year courses leading to an Interim Elementary-School Teacher's Certificate, and to an Interim Second Class Certificate, valid in each case for five years in elementary-school classrooms attended by French-speaking pupils where, with the approval of the Minister, both English and French are used as languages of instruction in various subjects of the courses of study, are offered at the Sudbury Teachers' College and the University of Ottawa Teachers' College.

In addition to the basic courses previously mentioned, two specialized courses are offered at the Toronto Teachers' College: the Primary School Specialist Certificate Course which prepares for teaching in junior and senior kindergartens and in Grades 1 and 2, and the Intermediate Home Economics Certificate Course, which may be taken at the Teachers' College during the same year as the One-year Course by graduates of the Two-year Course in Home Economics at the Ryerson Polytechnical Institute. Candidates enrolled in the Intermediate Home Economics Certificate Course will be required to obtain standing in a final examination in this subject to be written during the last two weeks of the second term on the date and at the hour set by the Department of Education.

During the year 1965-1966, two experimental courses will be offered to students who hold acceptable university degrees. At the London Teachers' College, in co-operation with the Althouse College of Education, London, a one-year course leading to an Elementary-School Teacher's Certificate, Standard 4, endorsed for the teaching of one subject at the secondary-school level, Grades 9 to 12, will be offered to applicants who qualify for admission. At the Toronto Teachers' College, a one-year course leading to an Elementary-School Teacher's Certificate, Standard 4, will be offered to applicants who qualify for admission.

Applicants for courses at the Sudbury Teachers' College and the University of Ottawa Teachers' College should consult the supplementary leaflet, *Circular 601*, which contains information pertaining to those Colleges. Applicants for the Primary Specialist course should consult the *Calendar of the Primary School Specialist Certificate Course.* These publications may be obtained from the Principal of the Teachers' College concerned on request.

Admission Requirements

Academic Requirement

The academic requirement in September, 1965, for admission to the One-year Course leading to an Interim Elementary-School Teacher's Certificate is standing in Grade 13 English Literature and English Composition (or the three-hour paper in English if written in 1965), and six additional Grade 13 papers (in the case of the Sudbury Teachers' College and the University of Ottawa Teachers' College, four shall be English Literature, English Composition, littérature française and composition française); *or* a degree approved by the Minister from a university in the British Commonwealth.

The following three-hour Grade 13 examinations, if written successfully in 1965, will count as *two* papers: English, français, French, German, Greek, Italian, Latin, Russian and Spanish. All other Grade 13 examinations written in 1965, or previously, will count as *one* paper. An applicant may not claim credit for more than two papers for his standing in any one language.

In lieu of the Grade 13 standing outlined above, an applicant may forward evidence of successful completion of any *one* of the following:

(i) the Preliminary Year at the University of Windsor;

(ii) the Qualifying Year at Carleton University;

(iii) the Pre-University Year at the University of Ottawa, if the course English 10 or 13 is included; (or, for admission to the Sudbury Teachers' College and the University of Ottawa Teachers' College, if English 10 or 13, or Anglais 0422, and français 1 or 13 (or 11 or 1.g are included);

(iv) the Preliminary Year at the Laurentian University of Sudbury, if the course of English 1 is included; (or, for admission to the Sudbury Teachers' College and the University of Ottawa Teachers' College, if English 1 and français 1 are included);

(v) the Preliminary Year at Waterloo University, College of Arts;

(vi) the Two-year Course in Pre-School Education at the Ryerson Polytechnical Institute;

(vii) the Two-year Course in Home Economics at the Ryerson Polytechnical Institute. (The Teachers' College Course for applicants admitted under (vii) will be offered at Toronto only.)

War Service Credit

Special provisions are made for the admission to the One-year Course at a Teachers' College of persons with service in the Forces during the war, 1939-45. Ex-servicemen and ex-servicewomen who wish to attend a Teachers' College and who hold at least Grade 12 standing are advised to write to the Registrar of the Department of Education, 44 Eglinton Avenue West, Toronto 12, stating the secondary school standing held, and making clear the nature and duration of their war service.

Tuberculin Test, X-ray, Medical Examination

Before final admission to the Course, proof of freedom from active tuberculosis must be established. Arrangements for a tuberculin test, and an x-ray if necessary, will be made at the Teachers' College during the opening days of the Course.

Where during the Course the Principal recommends to the Minister that a teacher-in-training be required to undergo a further medical examination, the Minister may order a medical examination for the teacher-in-training and appoint a duly qualified medical practitioner to conduct the examination.

Where the medical practitioner certifies that the teacher-in-training is medically unfit, the Minister shall direct the Principal to notify the teacher-in-training of his exclusion.

Where an applicant is excluded, the Minister shall refund to the applicant the return coach-class railway fare or bus fare between the centre at which the Course is offered and the station nearest the applicant's place of residence in Ontario, and a sum for board and lodging at the rate of $1 a day from the date the applicant began attendance at the Course until the date he was notified of his exclusion by the Principal.

Other Requirements

Each applicant for admission to a Teachers' College must be a British subject. He is also required to forward (i) either a certificate from the Deputy Registrar-General of Births, 70 Lombard Street, Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact, stating the place and date of his birth, and (ii) a certificate from a clergyman or other competent authority that the applicant is of good moral character.

Each applicant for admission to a Teachers' College must be interviewed by a representative or by representatives of a Teachers' College Committee of Selection. Individual interviews will be arranged, through the offices of the Principals of the secondary schools, during the last three or four months of the school year. Applicants not in attendance at a secondary school should write to the Principal of the Teachers' College of their district, as early as possible in the calendar year, regarding arrangements for an interview.

Application for Admission

An application form for admission to a Teachers' College may be obtained from the Principal of a Teachers' College, after March 1. (The names and addresses of the Teachers' Colleges are listed on page 8.) The completed application form should be returned to the Principal concerned, before August 12, with certificates of birth, character, and academic standing.

An applicant for the One-year Course may submit his application before August 12, even though he has not received the results of his Grade 13 examinations. His Grade 13 certificates may be forwarded later in August. An applicant who has appealed the results of a Departmental examination should forward his application without waiting for a decision on his appeal. His application will receive attention when the result of his appeal is determined.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. *The card should be taken by the applicant to the Teachers' College when he reports on opening day.*

Board and Lodging

The Principal of the Teachers' College will forward a list of boarding-houses on request.

Duties of Students

Students shall be regular and punctual in attendance.

Students are required to board and lodge at such houses only as are approved by the Principal.

Students whose conduct, attendance, or progress is unsatisfactory, may, after a hearing, be suspended from the College by the Principal. Where the Principal suspends a student, he shall notify the Minister of Education who shall remove, confirm, or modify the suspension or dismiss the student from the course.

Expenses

No tuition fees are charged for the Teachers' College course. Students whose homes are not in a Teachers' College centre will have the expense of room and board, and all students will be responsible for travelling and living expenses incurred during any weeks of continuous practice teaching in classrooms located outside of the Teachers' College centre. The cost of text-books, note-books, and supplies should not exceed $60.00 for the year. The fees of student organizations to defray the cost of extra-curricular activities are approximately $10.00.

Student Organizations

The social, athletic, and cultural programme of the Teachers' College outside of class hours is largely under the direction of the students themselves through their extra-curricular organizations. In the interests of their own personal development, students are encouraged to take part in the various activities sponsored by these societies and groups.

Religious Instruction

Religious instruction for students in attendance will be provided by local clergymen of the different denominations.

Bursaries and Loans

Provincial Student-Aid Bursaries and Federal-Provincial Student-Aid Bursaries are available to Teachers' College students who meet the conditions of award. Full information regarding bursaries is given in Circular 115. A copy of this circular may be obtained from the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 12, Ontario, or from the Principals of the Teachers' Colleges.

The Canada Student Loans Plan is available to students enrolled at the Teachers' Colleges who meet the conditions of the Act. Full details concerning this Plan are available from the Principals of the Teachers' Colleges.

Ontario Scholarships are available for students in the One-year Course, who obtain at least 80% on eight Grade 13 papers written in June, 1965 (including English Composition and English Literature, but not including Problems). Application forms for these scholarships (Form Sec. 123) may be obtained from secondary school Principals, and should be sent to the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 12, Ontario, by June 30, 1965.

The O. E. A. Elementary Teachers' Loan Fund provides a limited number of interest-free loans to students enrolled at the Hamilton, Lakehead, Lakeshore, London, North Bay, Ottawa, Peterborough, St. Catharines, Stratford, Toronto, and Windsor Teachers' Colleges. Information regarding these loans is available from the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 12, or from the Principals of the Teachers' Colleges.

Transportation Refund, North Bay and Lakehead Teachers' Colleges

Where a student at the North Bay Teachers' College or the Lakehead Teachers' College is a resident in Ontario, the Department of Education will refund the aggregate cost in excess of $5.00, of the railway coach or bus fare from the student's home to the College in September and the fare for returning therefrom at the end of the school year.

PROGRAMMES OF STUDY

One-year Course

The programme of study for the One-year Course shall be as follows:

Group I: Educational Psychology; School Management; English, Part I; English, Part II; Mathematics; Social Studies; Science; Art; Music; Physical Education and Health; History and Philosophy of Education.

Group II: Library Methods; Methods in Religious Education; Religious Instruction.

Group III: Directed observation and practice teaching in urban and rural elementary schools.

Two-year Course, Second Year

The programme of study for the Two-year Course, Second Year, shall be as follows:

Group I: Educational Psychology; English B; History; The School and the Community; History and Philosophy of Education; Methods in Mathematics, Social Studies, and Junior and Intermediate English.

Group II: Children's Literature; Audio-Visual Education; Methods in Religious Education.

Group III: Directed observation and practice teaching in urban and rural elementary schools.

Experimental Courses 1965-66

The programme of study for the experimental courses for students who hold acceptable university degrees shall be as follows:

London Teachers' College

Group I: See Group I of the One-year Course.

Group II: See Group II of the One-year Course.

Group III: Directed observation and practice teaching in elementary and secondary schools.

NOTE (1) Educational Psychology and History and Philosophy of Education will be taken at the Althouse College of Education.

(2) In addition to the subjects of Groups I, II and III, one secondary school option will be taken at the Althouse College of Education.

Toronto Teachers' College

Group I: Educational Psychology; History and Philosophy of Education; School Law and Administration; Methods in English; General Methodology (in subjects other than English).

Group II: See Group II of the One-year Course.

Group III: Directed observation and practice teaching in elementary schools.

One-year Course and Two-year Course, Second Year

Concurrently with the study of methods, there will be a review from the standpoint of pedagogy of the content of the subjects of the Primary and Junior Divisions, and of Grades 7 and 8 of the Intermediate Division. While detailed treatment of the work of the Kindergarten and of Grades 9 and 10 will not be required, attention will be directed to the place of the Kindergarten in the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in the various Divisions of the elementary school in urban and rural classrooms. Observation and practice teaching in Grades 9 and 10 will not be required.

Students who exhibit marked deficiencies in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, may be organized into groups under the guidance of the staff for the purpose of planning and carrying out a programme of self-improvement.

SESSIONAL RECORDS

Sessional records will consist of the records of term examinations, oral and written class tests, and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student who in any examination subject taken at a Teachers' College obtains 66 per cent of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from writing the final examination in the subject.

Students enrolled in the experimental course at the London Teachers' College will be examined in the subjects of Educational Psychology, History and Philosophy of Education, and a secondary school option at the Althouse College of Education.

FINAL STANDING

The final examination papers in Group I of the One-year Course and of the Two-year Course, Second Year, will be prepared by the staff of each Teachers' College and will be written during the last two weeks of the second term on the dates and at the hours set by the Department of Education.

At the London Teachers' College the final examination papers of Group I of the experimental course, with the exception of Educational Psychology and History and Philosophy of Education, will be prepared by the staff of the Teachers' College. The final examinations in the subjects of Educational Psychology, History and Philosophy of Education, and the secondary school option of this course will be prepared by the staff of the Althouse College of Education. At the Toronto Teachers' College the final examinations of Group I of the experimental course will be prepared by the staff of the Teachers' College. The final examination papers in Group I prepared by the staff of a Teachers' College will be written during the last two weeks of the second term on the dates and at the hours set by the Department of Education.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for the sessional record and 100 for the final examination.

The standing of extra-mural candidates will be determined by the final written examinations. For this purpose the maximum of marks in the case of each paper will be 200.

One-year Course

The final examination papers of the One-year Course shall be: Educational Psychology; School Management; English,

Part I; English, Part II; Mathematics; Social Studies; Science; Art and Music; Physical Education and Health; History and Philosophy of Education.

A candidate in the One-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group I, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary-School Teacher's Certificate.

NOTE: A candidate enrolled in the Intermediate Home Economics Certificate Course will be required to write sessional and final examinations in this subject. Such a candidate who is otherwise qualified and who obtains 66 per cent of the marks assigned to Intermediate Home Economics on the sessional records may, on the recommendation of the staff, be exempt from the final examination in that subject.

Candidates otherwise qualified who fail in not more than two of the examination subjects of Group I of the One-year Course and who pass in practice teaching, may be exempted from further attendance and may complete their standing by passing at one or more future annual examinations the final paper or papers in the subjects in which they have failed.

Candidates in the One-year Course who fail in practice teaching, or who pass in practice teaching but fail in three or more of the examination subjects of Group I, may complete their standing by repeating attendance at a subsequent January to June term, preferably at a different Teachers' College from that previously attended, and by passing in the practice teaching and final examinations of that term. Such students are advised, however, to repeat the entire session if possible.

Two-year Course, Second Year

The final examination papers of the Second Year of the Two-year Course shall be: Educational Psychology; English B; History; The School and the Community; History and Philosophy of Education; Methods in Junior and Intermediate English; Methods in Social Studies; Methods in Mathematics. (Note: English A should be substituted for English B, if the latter was taken in First Year; Geography should be substituted for History if History was taken in First Year.)

A candidate in the Second Year of the Two-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group I, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary-School Teacher's Certificate.

Candidates in the Second Year of the Two-year Course who are otherwise qualified, who fail in not more than two of the examination subjects of Group I, and who pass in practice teaching, may be exempted from further attendance and may complete their standing by passing at one or more future annual examinations the final paper or papers in the subjects in which they have failed.

Candidates in the Two-year Course, Second Year, who fail in practice teaching, or who pass in practice teaching but fail in three or more of the examination subjects of Group I, may complete their standing by attending a subsequent January to June term of the One-year Course, preferably at a different Teachers' College from that previously attended, and by passing in the practice teaching and final examination of that term and by obtaining or submitting evidence of standing in the following additional subjects:

(i) English A and English B of the Two-year Course, *or* the three-hour Grade 13 English paper, *or* Grade 13 English Literature *and* Grade 13 English Composition;

(ii) History of the Two-year Course *or* Grade 13 History;

(iii) Geography of the Two-year Course *or* Grade 13 Geography; and

(iv) the School and the Community of the Two-year Course.

Such candidates are advised, however, to attend the entire session if possible.

Experimental Courses, 1965-66

The final examination papers of the experimental course at the London Teachers' College shall be: Educational Psychology; School Management; English, Part I; English, Part II; Mathematics; Social Studies; Science; Art and Music; Physical Education and Health; History and Philosophy of Education and one secondary school option. The subjects of Educational Psychology, History and Philosophy of Education and the secondary school option will be written at the Althouse College of Education.

The final examination papers of the experimental course at the Toronto Teachers' College shall be: Educational Psychology; History and Philosophy of Education; School Law and Administration; Methods in English; General Methodology (in subjects other than English).

For information concerning pass standing and failures see Final Standing, One-year Course, page 24.

A candidate in the experimental course at the London Teachers' College who passes in practice teaching and the subjects of Group I but fails to obtain standing in the secondary school option may be granted an Elementary-School Teacher's Certificate, Standard 4.

APPEALS

Provided he has passed in practice teaching, a candidate who has failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 12, Ontario, accompanied by a fee of $2.00 per paper made payable to The Treasurer, Province of Ontario. This fee will be returned to the candidate if the appeal is sustained.

EXTRA-MURAL CANDIDATES

Extra-mural candidates who plan to write all or certain of the final examinations at a Teachers' College should apply for permission to do so to the Deputy Minister, Department of Education, 44 Eglinton Avenue West, Toronto 12, Ontario, before April 12. Extra-mural candidates residing in the counties of Southern Ontario will write the examinations at a Teachers' College. Extra-mural candidates residing in the districts of Northern Ontario may obtain permission to write at the North Bay Teachers' College, the Lakehead Teachers' College, the Sudbury Teachers' College or at the office of the local School Inspector. If the latter arrangement is desired, a specific request to write the examinations at the School Inspector's office should be included in the letter to the Deputy Minister. Upon receiving written permission to write the final examinations, the applicant should file his letter with the Principal of the Teachers' College at which he plans to write with the request that he be supplied with any available assistance for extra-mural candidates.

CERTIFICATION OF TEACHERS QUALIFIED OUTSIDE ONTARIO

A person who is qualified as a teacher in another educational system and who wishes to become certified for teaching in Ontario, should forward official evidence of his academic and professional standing and the names and addresses of his last inspector and employer to the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 12, Ontario, as early as possible in the school year with a request that he be granted a Letter of Standing. Such a Letter of Standing is valid for teaching in the elementary schools of Ontario until the close of the school year in which it is issued. If a person holding such a Letter of Standing obtains a teaching position in the Province of Ontario and it is certified by his Inspector of Schools at the close of the teaching year that he is suitable in every way to teach in Ontario, he may be granted an Interim Second Class Certificate or an Interim Elementary-School Teacher's Certificate valid for teaching in the elementary schools of the Province.

In the case of a person qualified as a teacher in a foreign country where English is not the mother tongue, the applicant must be interviewed by a committee set up for the purpose in the Department of Education, 44 Eglinton Avenue West, Toronto 12. This committee may recommend the acceptance or rejection of the applicant, and may advise with regard to the further preparation required for certification as a teacher in Ontario.

CANDIDATES HOLDING HIGH SCHOOL ASSISTANT'S CERTIFICATES

A candidate who holds an Interim High School Assistant's Certificate may qualify for an Interim Elementary-School Teacher's Certificate by attending a Teachers' College for the January to June term and passing in practice teaching and in the final examinations in Group I of the One-year Course for an Interim Elementary-School Teacher's Certificate.

A candidate who holds a Permanent High School Assistant's Certificate may qualify for an Interim Elementary-School Teacher's Certificate by passing the final examinations in Group I of the One-year Course for an Interim Elementary-School Teacher's Certificate.

PERMANENT CERTIFICATES

The requirements for proceeding from an Interim Elementary-School Teacher's Certificate to a Permanent Elementary-School Teacher's Certificate are outlined in Circular 614, *Memorandum Re Basic Teaching Certificates Valid in Elementary Schools*, a copy of which may be obtained from the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 12, Ontario.

COURSES OF STUDY—One-year Course

Educational Psychology

Child Study

The physical, mental, emotional and social growth of children through infancy, childhood and adolescence; individual differences; the adjustment of the individual; guidance and counselling.

Mental Health

The mental health of the school child; the mental health of the teacher; conditions in school favourable to the growth of healthy personalities; inter-personal and inter-group relationships; understanding the behaviour problems of children.

General Methodology

Aims in education; learning; factors affecting learning; knowledge, skills, habits, attitudes; principles of lesson planning; lesson plans; types of lessons; questioning; story-telling; use of textbooks; audio-visual aids; seatwork; project and enterprise as co-operative learning activities; organization of units of work into lesson sequences; measurement of learning; preparation and grading of written tests and examinations; diagnostic and achievement tests; intelligence tests; teaching exceptional children.

School Management

Classroom Management

Classroom environment—furnishings, equipment, lighting, heating, ventilation and decoration; responsibility for school property.

Classroom administration—classification of pupils, routines, supervision, grouping for instructional and workshop-type activities, extra-curricular activities, development of self-control, treatment of misdemeanours, and suspension and expulsion of pupils.

Preparation for teaching—time-tables, daily plans, planning the work for the first day, week, term, and year.

The Teacher

Personal qualifications; health; relations with pupils, parents, community, trustees, supervisors, colleagues, Home and School Association and other agencies concerned with child welfare; professional organizations; The Ontario Teachers' Federation; parent-teacher interviews; Department of Education Summer Courses; local in-service courses, under-graduate and post-graduate university courses.

The Teaching Position

Certification; appointment; tenure; resignation; dismissal; sick leave; superannuation.

The Ontario School System

The Department of Education; local administrative units; the inspector; the principal; the teacher; records and reports; school days and holidays; attendance register; Ontario School Report folders; pupil report cards; text-book regulations; objectives and organization of the Kindergarten, Primary, Junior, Intermediate, and Senior Divisions; pupil promotions; appropriate sections of Ontario School Law and Regulations; auxiliary education.

English, Part I (Primary Division)

Speech

Aims of speech instruction in the Primary Division; opportunities for oral expression in the classroom; encouragement of desirable speech habits; example of the teacher; correction of faulty speech.

Reading

Reading readiness; methods of teaching reading; phonics; reading groups; reading levels; reading skills; common reading disabilities; use of approved basic readers; use of teachers' manuals; supplementary reading; the school library.

Literature

Poetry and prose for appreciation; selection of stories and poems; methods of presentation; story telling.

Composition

Development of oral and written language skills; conversation, story telling, dramatization, verse making; opportunities for language experiences in the classroom.

Writing

Advantages of print-script in the Primary Division; methods of teaching; letter forms at successive levels of attainment; standards; example of the teacher; writing and the left-handed child.

Spelling

Methods of teaching; careful supervision of written work; use of approved text-books; causes of poor spelling; remedial work.

English, Part II

(Junior Division and Grades 7 and 8 of Intermediate Division)

Speech

Aims of speech instruction in the Junior Division and in Grades 7 and 8 of the Intermediate Division; opportunities for oral expression in the classroom; encouragement of desirable speech habits; example of the teacher; correction of faulty speech.

Reading

Objectives in reading instruction in the Junior Division and in Grades 7 and 8 of the Intermediate Division; reading groups; reading levels; reading skills; testing and remedial work; use of approved readers; use of teachers' manuals; types of reading; supplementary reading; the school library; library skills.

Literature

Objectives in the study of literature; the teaching of literature; guiding individual reading; the school library; using the services of the public library; travelling libraries.

Composition

Methods of teaching oral and written composition; conversation; verse making; story telling; dramatization; opportunities for oral and written language expression in the classroom; word study; sentence study; paragraph study; correct language forms; mechanics; use of the dictionary.

Writing

Methods of teaching writing; transition from print-script to round-hand writing; slanted cursive writing; supervision of writing in daily work; uniformity and individuality; writing and the left-handed pupil; use of standard scales in judging writing; example of the teacher.

Spelling

Careful supervision of written work; methods of teaching spelling; use of approved text-books.

Grammar

Aim and scope of a typical course in grammar in Grades 7 and 8; methods of teaching grammar; application to oral and written English.

Mathematics

Primary Division

Objectives of arithmetic instruction in the Primary Division; number knowledge of pupils entering school; sequence of topics; methods of teaching; social applications of number; opportunities for number experiences in and out of school; materials of instruction; measurement of number achievement.

Junior Division

Objectives of arithmetic instruction in the Junior Division; sequence of topics; methods of teaching; relationship of arithmetic to daily living; drill and practice; materials of instruction; diagnostic testing and remedial instruction; measurement of achievement; use of text-books.

Grades 7 and 8 of the Intermediate Division

Objectives of mathematics instruction in Grades 7 and 8; sequence of topics; methods of teaching; relationship of mathematics to daily living; drill and practice; materials of instruction; testing and remedial instruction; measurement of achievement; use of text-books; relationship of mathematics programme in Grades 7 and 8 to that of Grades 9 and 10 of the Intermediate Division.

Social Studies (History and Geography)

Primary Division

Scope and objectives of a typical programme in social studies in the Primary Division; child experiences related to the family, helpers, neighbourhood, and community as a basis for discovering principles of social living; development of good social attitudes; stories illustrating good family or personal relationships; excursions; directed observations; group activities; audio-visual aids; opportunities for teaching provided by special occasions, e.g., Thanksgiving, Commonwealth Day, etc.; correlation with oral language, reading, art, etc.

Junior Division

Scope and objectives of a typical programme in social studies in the Junior Division; methods of teaching; pupils' records; use of the globe; map exercises; group activities; illustrations of conservation practices; development of good citizenship from the home to the United Nations; study of current events; supplementary reading; audio-visual aids; correlation with language, reading, handwork, art, etc.

Grades 7 and 8 of the Intermediate Division

Scope and objectives of the alternative programmes of history and geography and of social studies in Grades 7 and 8; consideration of the new courses in history and geography; methods of teaching; pupils' records; use of the globe; map study; use of compass; use of topographical maps of local areas; study of conservation practices; field trips and excursions; co-operative class work; activities related to the development of good citizenship in the home, the school, the community, the nation; the British Commonwealth of Nations; the United Nations; study of current events; correlation with oral and written language activities; supplementary reading; audio-visual aids.

Science

Primary Division

Purpose of the course; review from the standpoint of pedagogy of topics from a typical course of study in natural science for Grades 1, 2, and 3; the class excursion; activities related to window boxes, insect cages, aquaria, vivaria; methods of studying common natural phenomena, e.g., snow, frost, ice, rain, moon, sun, buds, leaves, flowers, seeds, cocoons; nature calendars; conservation of wild flowers, birds, etc.; correlation of science with other subjects of the curriculum.

Junior Division, and Grades 7 and 8 of the Intermediate Division

Purpose of the course; review from the standpoint of pedagogy of topics from typical courses of study in science for the Junior Division and for Grades 7 and 8 of the Intermediate Division; soil, forest, water, and wild life conservation; specimen study; assigned observations; use of aquaria, vivaria, insect cages, etc.; simple experimentation; projects, e.g., making collections, feeding birds, making school gardens, school-ground improvement, etc.; use of library for research; correlation with other subjects of the curriculum; pupils' records; equipment; relationship of science programme in Grades 7 and 8 to that of Grades 9 and 10 of the Intermediate Division.

Art

General Methodology

The purposes of teaching art; characteristics of contemporary art education; the picture-making programme; the programme in three-dimensional materials; stages of development in child art; appraisal of children's work.

Core Activities

Picture-making; study of design in relation to art activities, to contemporary and traditional art production, and to daily living; art related to the teaching of other school subjects.

Supplementary Activities

Exploration of some of the following activities: linoleum cutting; carving; marionette and puppet-making; paper sculpture; silk screen printing; poster-making; model building; stencilling on paper and textiles; book craft; modelling and ceramics; advanced drawing.

Music

General Methodology

Objectives of music instruction in the elementary school; methods of teaching music by rote and by note; problems in primary grades; the rhythm band; the child voice; the adolescent voice; use of the pitch-pipe, piano, record-player, and radio; elementary conducting; correlation of music with other subjects; the music festival; relationship of teacher and supervisor.

Core Activities

Study of suitable song material; rote singing; use of tonic-sol-fa syllables; ear training; sight-singing from staff notation; music writing; part-singing; development of appreciation through participation and listening.

Supplementary Activities

Choral and instrumental groups.

Physical Education

Purpose of the course; objectives of the physical education programme in the elementary school; scope of a typical programme in physical education in the Primary Division, in the Junior Division, and in Grades 7 and 8 of the Intermediate Division; methods of teaching; adaptations of the programme for rural and urban schools; equipment; the planning of recreation periods—recess, noon-hour, after school, etc.; organization of play days; safety procedures.

Health

Purposes of the health programme; objectives of health teaching in the elementary school; scope of a typical programme in health education in the Primary Division, in the Junior Division, and in Grades 7 and 8 of the Intermediate Division; methods of teaching; correlation with other school subjects; healthful school living; health services in the school and community; the teacher's personal health; duties of the teacher, pupils, and trustees as determined by the provisions of the Ontario Public Health Acts and Regulations.

History and Philosophy of Education

A study of the historical and philosophical backgrounds of education; Greek education; Roman education; educational thought in the Middle Ages; education during the Renaissance; contributions made to modern educational thought and practice by Comenius, Locke, Bacon, Rousseau, Basedow, Pestalozzi, Herbart, Froebel, Montessori, Dewey; development of education in Ontario; role of the Federal Government; current theories of education; current practices and problems.

Library Methods

School Library Service

The Teachers' College library; use of card catalogues, indexes, reference books, periodicals, and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library; the rural school library; selection and purchase of books; library records.

Children's Literature

Development of children's literature; guiding the child's reading programme; modern trends in text, illustration, and format of children's books.

Religious Education

Religious Exercises

Conducting prayers, hymns, and the National Anthem; oral reading of the Scriptures; speaking of memorized verses; choral speaking.

Methodology

Use of the Teachers' Guides; story telling; dramatization; memorization; manual activities; use of the enterprise; seatwork; adapting the programme to the rural school; treatment of typical lesson units; review; correlation with other subjects.

Departmental Regulations

A study of the regulations relating to Religious Exercises and Religious Education in the Public Schools.

Religious Instruction

Religious instruction for students will be provided by local clergymen of the different denominations.

COURSES OF STUDY—Two-year Course, Second Year

Educational Psychology

Introduction to educational psychology; nature, growth, and measurement of intelligence; individual differences; the learning process; transfer of learning; education of exceptional children; educational measurements; nature and development of personality; personality adjustment; the mental health of the teacher; conditions in school favourable to the growth of healthy personalities.

English B

Intensive study of a Shakespearean play; the study of a modern play; appreciative study of selected poetry, including one longer poem; the writing of short appreciations of the merits of given paragraphs of good prose; reproduction in shorter form of the substance of given paragraphs.

(*Note: Candidates who took English B in the First Year must take English A in the Second Year.*)

History (Canada and the Modern World)

The rise of nations in the Americas (treated extensively); the growth of the United States; Canada's advance to nationhood within the British Empire and Commonwealth; the First World War; the world in transition, 1918 to 1939;the Second World War; the United Nations; contemporary Canadian problems.

(*Notes: (1) Candidates holding Grade 13 standing in History will not be required to take this course. (2) Candidates who took History in the First Year must take Geography in the Second Year.*)

The School and the Community

The local community, its physical setting, history, social, and economic structure; role of the school in the community; influence of the community upon curricula; utilization of community resources for purposes of instruction; educative agencies other than the school, such as family, church, press, Home and School Associations, etc.; influence of environment upon individual and group behaviour; development of satisfactory human relations; juvenile delinquency; child welfare movements and agencies; community recreation; adult education.

History and Philosophy of Education

See History and Philosophy of Education, One-year Course, page 37.

Methods in Junior and Intermediate English

See English, Part II, of One-year Course, pages 32, 33.

Methods in Mathematics

See Mathematics of One-year Course, pages 33, 34.

Methods in Social Studies

See Social Studies (History and Geography) of One-year Course, page 34.

Methods in Religious Education

See Religious Education of One-year Course, page 37.

Children's Literature

Reading interests of elementary school children; development of children's literature; trends in text, format, and illustration over the years. Types of children's literature: folklore, legends, myths, fairy tales, fables, Bible stories, stories of real life, tales of mystery and adventure, biography, informative books, Mother Goose, ballads, and story poems, poetry of the child's world, humour in prose and verse, picture books. Reading of noteworthy examples of children's literature.

Audio-Visual Education

The value and use of such aids to learning as the following: graphs, charts, posters, maps, blackboard, bulletin boards, models, specimens, slides, film strips, motion pictures, sound motion pictures, reflectoscope, record player, tape recorder, radio, television, overhead projector.

COURSES OF STUDY—Experimental Courses, 1965-66

The details of each Course will be provided by the Principal and staff concerned with instruction.

BOOKS OF REFERENCE

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Lowenfeld and Viktor: *Creative and Mental Growth (Third Edition). Your Child and His Art.* Collier-Macmillan, 1957, 1954.

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Aitken: *Teaching a Child.* Gage, 1957.

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Cronbach: *Educational Psychology* (*Second Edition*). Harcourt, Brace & World (Longmans Canada Ltd.), 1963.
Crow and Crow: *Educational Psychology* (*Revised Edition*). American Book Co. (Gage), 1958. *Child Development and Adjustment.* The Macmillan Co. N.Y. (Collier-Macmillan), 1962.
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